



Student Portfolios *as assessment tools*



A student portfolio is a purposeful collection of student work that tells a story about the student's efforts, progress, or achievement in one or more academic disciplines. This collection must include student participation in the selection of portfolio content; guidelines for the selection of that material; criteria for judging the merit of the work collected, and evidence of student self-reflection.

Arter & Spandler (1992). Using portfolios of student work in instruction and assessment. Educational Measurement: Issues and Practices, 11 (1) 36-44.

Student portfolios

- show longitudinal growth,
- reflect stages of development in the completion of work,
- represent a variety of tasks and so can illustrate breadth in a subject area, e.g., in Language Arts
 - journal entries,
 - poems,
 - narratives,
 - digital recordings of classroom presentations
- represent multiple opportunities to demonstrate competence,
- involve the student in the selection process, and
- includes student reflections on their work and

They are samples of student work rather than responses to standardized stimuli.

Therefore,

The student portfolio has three major components:

Component	Example
1. Documentation of the development of major works	Notes, diagrams, drafts, and final versions of an essay.
2. Evidence of the range or variety of student work	A journal providing evidence of the depth and breadth of student's reading interests, personal responses to literature, and analytic papers of the student's interpretations of literature.
3. Student reflections	Student description of the basic features of his/her work, the changes over time, and the work yet to be achieved.

Potential Benefits of Portfolio Assessment:

- the development of student responsibility for learning,
- renewed emphasis on process, and
- focus on a developmental view of learning.